DOCUMENT RESUME

ED 305 189 RC 016 961

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TITLE	Background Papers for the Private Independent Camps Colloquium, "Designing for Success in the 90's" (Itasca, Illinois, October 13-15, 1988).
INSTITUTION	American Camping Association, Martinsville, Ind.
PUB DATE	Oct 88
NOTE	44p.
AVAILABLE FROM	American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($9.95).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Camping; Children; College Students; *Educational Trends; *Family Influence; Higher Education; Recruitment; *Social Values; *Sociocultural Patterns; *Summer Programs

ABSTRACT

These papers examine societal forces and demographic trends that will affect private camping in the next decade. Each paper begins with an executive summary. The body of each paper then documents the conclusions and speculates on the implications for camping. Reference lists also are provided. "American Values and Organized Camping" by F. M. LaBarre assesses the current status of values related to the family, family traditions, the "yuppie" lifestyle, the work ethic, and personal orientation to either relationships or self-fulfillment. "The Faces of the 80's: Changes and Challenges for Camping" by C. M. Cole discusses influences on today's children: divorce, single parent families, working mothers, technology, drug and alcohol abuse, and television. "The Range of Summer Recreation Opportunities for American Youth" by F. M. LaBarre: (1) provides an overview of national youth agencies that offer summer camping; (2) describes summer sports programs and trends in family vacations; and (3) explores the local options for youth in Eugene, Oregon. "What's Happening in Education and Child Care: Implications for the Camping Field" by K. DeGraaf discusses the possible impact on camper enrollment of current trends: year-round education, expanded summer programs at schools and universities, outdoor education funded by school districts, and the increasing need for child care. "Challenges of Camp Staff Recruitment in the 1990's" by D. DeGraaf examines the changing profile of the American college student, rising college costs, the increasing competition for seasonal staff, and several innovative recruitment strategies. (SV)

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WHITE PAPERS

RC016961

Background Papers for the Private Independent Camps Colloquium,

Designing for Success in the 90's

Nordic Hills Resort and Conference Center
Itasca, Illinois

OCTOBER 13-15, 1988

Papers Commissioned by

Private Independent Camps Council
American Camping Association
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A Note about the Papers

In preparation for the PIC Colloquium, Designing for Success in the 90's, the Private Independent Camps Council commissioned a set of papers which would present research into societal forces and demographic trends which are and will be affecting private camping in the next decade.

The five papers presented here were written by two graduate students from the University of Oregon and two camping practitioners in Oregon. The papers are:

- American Values and Organized Camping
- The Faces of the 80's — Changes and Challenges for Camping (An Examination of Today's Children and Families)
- The Range of Summer Recreation Opportunities for American Youth
- What's Happening in Education and Child Care: Implications for the Camping Field
- Challenges of Camp Staff Recruitment in the 1990's

Each paper begins with an executive summary which highlights the content of the papers. The body of the papers then documents the conclusions and speculates on the implications for camping. Reference lists are provided for further reading. As you read the papers, you may want to critically examine the information and reach your own conclusions about the implications for your camp and for camping as a whole.

Please keep in mind that there are other factors of critical importance to camping which we have not yet been able to research. The effects of soaring real estate values, and concomitant taxation; the changing racial and ethnic mix of the population; changing income levels as family structures and economic conditions change — these, and others, need to be considered as well.

The Colloquium participants worked hard for three days and concluded that three major issues need the attention of PIC and ACA in the immediate future. These issues relate to the image of camping in the public's mind, understanding the camp market, and improving the pool of candidates for camp staff. Of these matters you may expect to hear more from both PIC and ACA.

American Values and Organized Camping

Forrest M. LaBarre
University of Oregon

MAY, 1988

Executive Summary

Significance of values to camping. It is becoming increasingly accepted by both academics and practitioners that values may have a significant impact on the choices that people make in a given society. Parents may choose to send their child to a particular camp, for example, because they value the sense of self-fulfillment that their child is likely to achieve and not necessarily because of the relationships that may develop between the child and others. Although both are important values, the value that was given priority was the sense of self-fulfillment rather than the relationship-oriented value. Therefore, an understanding of the current status of American values may prove helpful in planning and marketing for one's future camping programs.

Importance of relationship values. A brief review of the information included in this paper suggests that, in reality, Americans view relationships with others as being much more important than self-fulfillment. Americans, in fact, are becoming more other-oriented in the 1980's, as opposed to the self-centered attitude of the "me generation" of the 1970's. This is true despite all the media hype that was given to the extravagant lifestyles of the supposed Yuppie generation. This paper provides evidence that indicates that, in fact, Yuppies and the consumptive values that they espoused, were fabricated by the media. Consequently, the effect that this group may have on the camping field may have been significantly overstated.

Importance of the redefined family. Despite the statistics that suggest that Americans are placing less value on the family, research has demonstrated otherwise. The traditional family has been redefined but Americans still place a great deal of importance on the family and its traditions. Therefore, camping professionals should become actively involved in developing innovative programs that will meet the needs of all families, including the non-traditional family.

Importance of work values. This paper also demonstrates that Americans continue to place a great deal of value in their work, with less emphasis on leisure. Men and women, as well as the youths of this country, still have a great deal of respect for hard work. It is important that camps reflect this value in the programs that they provide.

Using values for program design and marketing. Professionals in the camping field should continue to monitor trends in social values. They may want to use the information contained in this paper in order to develop new programs that emphasize these values. They may also want to use this information as a way of marketing their programs to potential users.

Introduction

Professionals in the field of organized camping must look toward the future proactively. However, in order to do this effectively, they must have an accurate representation of the present. Kahle (in press) states that it is widely accepted by both academics and practitioners that values influence consumer behavior. Shifts in social values, therefore, may have a significant influence on the decisions that parents and children may make in regard to organized camping. It is suggested, by the author of this paper, that an understanding of the current status of American values may prove helpful in planning and marketing for one's future camping programs.

The purpose of this paper is to review the literature concerning the status of American values. The paper will begin with an examination of the current thought on the nature of "Yuppie" values. This will be followed by a discussion on the importance that Americans place on the family as an institution. The focus will shift next to an examination of the importance of work as a part of American life. Finally, the paper will conclude with a more detailed look at American values, specifically, the changes that have occurred in American values since the 1970's.

Here Come the Yuppies

The literature has given a significant amount of attention to a new class of Americans, "the Yuppies." In fact *Newsweek* magazine declared 1984 "The Year of the Yuppie" (Piesman and Hartley, 1984). Yuppies translated means someone who is a young urban professional. These are the "fast track middle managers and

professionals that are in their early 20's to early 40's" (Huntley, 1984). Their values include putting in sixty hours of work per week and using leisure as a vehicle for corporate advancement. They work very hard, spend lavishly, and have incomes of at least $25,000 with $100,000 salaries not that uncommon. Yuppies want nothing but the best and they are prepared to earn it. They are the latest trend in the sixty to eighty million strong baby-boom generation (Huntley, 1984).

Companies have responded to meet this vast new market. It seems that the yuppie phenomenon may have a significant impact on the camping field as well. An article by Duffield (1985) stressed that the camping field needs to keep abreast of changes and to respond to them appropriately. Duffield pointed out that while profit-oriented organizations are forced to adapt to changes, often not-for-profit organizations fail to respond. It was suggested that the dawn of a new generation is upon American society. The Yuppies are coming, and all camps, public and private, should adapt to meet their needs and values. "We need to shirk off the traditional summer children's camp image and stand up as the multi-billion dollar industry we are becoming" (Duffield, 1985, p. 31). It is suggested that camps should begin to use more prepared foods, and keep a supply of junk foods on hand, such as the popular diet soft drink. "Don't overlook the 'health club concept' . . . weight rooms, bicycle exercisers, Jacuzzi tubs and whirlpool baths are very popular and would make a luxurious addition to your facilities" (Duffield, 1985, p. 31). Duffield urges that a clearer understanding of the nature of campers will help us in the effort to provide the services that will be relevant in the future. The author of this position paper agrees with Duffield (1985) on the importance of understanding the camper, but it is important to base this knowledge on accurate information.

Media Myth

Yuppies have been characterized as materialistic, economically privileged, wanting only the best, and as being a significant proportion of the American population (Hammond, 1986). Research has indicated that this, in fact, is not the case. Kindel (1985) reported that while there are more young people with money to spend, the rate at which they spend, measured as personal consumption, has barely fluctuated over the past thirty years. This indicates that today's thirty-year-olds are spending the same proportion of their incomes that their parents spend. "Despite all the talk about yuppie affluence, the major purchasers of high status products are solidly middle aged, as always" (Kindel, 1985, p. 135). In addition, despite the fact that many reports link Yuppies to the baby boom, research conducted by Carpini and Sigelman (1986) has found that people who combine all three of the defining criteria of the yuppie (young, urban, and professional) are quite rare. Yuppies in actuality are an "extremely small proportion of the population as a whole" (Carpini & Sigelman, 1986, p. 504).

What then explains the image that the public has grown to accept? Hammond (1986) believed that the media created the myth. "It is easy to find isolated examples that support the image, but normal journalistic routines do not lend themselves to testing the claims of an ill-defined social group . . . . When an explanation is repeated often enough, it takes on a self-fulfilling character; new accounts corroborate each other and legitimize the story in the minds of readers and viewers, who then recognize some of its elements in their own experience" (Hammond, 1986, p. 498).

While some people are declaring the yuppie phenomenon now over (Barol, 1988), it may be the case that it never really existed to the degree that was assumed. Therefore, it is critically important for professionals in the field of camping to get an accurate representation of its consumers. If those in the camping field base their future decisions on fads that are reported in the media and not on more substantiated evidence, then they are headed up the wrong trail.

The American Family Redefined

Over the past twenty years, a number of significant changes have taken place in the American family in terms of roles as well as structure. While some argue that these changes are a reflection of the devaluation of families, others regard them as positive changes that were long in coming. The next section will discuss both of these perspectives at length.

The Dying Family: One Perspective

The family is a dying institution, or at least that is what some conservative and religious groups would like people to believe (Toliver, 1986). Proponents of this assumption simply point to demographic data that would indicate support for this premise. Patterns of childbearing, marriage, divorce, and the employment of mothers have changed significantly in the past twenty years.

Zinsmeister (1987) emphasized that Americans have traditionally believed that "the interests of those who are to be born were central to our national life" (p. 9). Parents took great pride in the success of their children. In fact, a life's satisfaction could be derived from seeing a child surpass a parent's previous accomplishments. Zinsmeister believed that this orientation is now over. Today, only 52 percent of Americans live in a family household containing children under eighteen. At this rate, for the first time in history a majority of Americans will live in childless households. It is also projected that up to one-third of today's young women may end up with no children at all. "To some ways of thinking, children have become the priciest of baubles . . . . People want few if any kids, and increasingly, it seems, we want them to be perfect" (Zinsmeister, 1987, p. 12).

Marital patterns have also changed. Norton (1987) indicated that the ages at which men and women are first choosing to marry have been increasing steadily since the 1960s. The past decade alone has seen a two-year increase, with the median age in 1986 at 25.7 and 23.1 years for men and women respectively. These facts, based on U.S. census figures, also indicated that one-half of all men and one-third of all women who are twenty-five years old in 1986 have never been married. These numbers double those that were reported in 1970. Based on this information, some believe that a larger proportion of adults will choose to remain unmarried for the rest of their lives (Norton, 1987).

One could also argue that the "demise" of the American family is represented by the increase in divorces in this country. The rate of divorces has increased twofold since 1965. The fact is that one out of two marriages now ends in divorce. This has resulted in a large number of families who live in single-parent situations. Currently, one-fourth of this country's 60 million children live in one-parent families, with 90 percent of them headed by women (Norton, 1987).

The past decade has seen a significant number of women enter the labor force. This increase is particularly dramatic in terms of wives and mothers (Harris, 1981). Now, nearly half of all women with young children under three years old are in the work force. Demographic information also indicates that 60 percent of all married women with children under 18 are currently working (Norton, 1987). As more married women enter the workforce, more families now have both parents working. Harris (1981) reported that a 52 percent majority of family members felt that the effects of both parents working have been negative for families in this country. "Clearly, what was once the exception regarding working wives and mothers is now the rule, and one result of this shift is an emerging demand by working parents for an accommodation of their child care needs" (Norton, 1987, p. 7).

Families Resurrected: A Second Perspective

One might conclude from the previous discussion that perhaps it is true that our society is increasingly placing less value on the family institution. Should society try to turn the clock back to the days when women stayed at home and men earned enough to support the entire family? Should Americans start having more children and at a younger age? No, those days are gone. However, one could take a different perspective regarding the changes that have occurred in the family. Families are still important to Americans, but just different. Toliver (1986) suggested that perhaps the family was ripe for change, and that many of the changes that the family has undergone have been for the good. The American family is not dying out but merely changing. Change is often met with resistance; however, change is not always bad.

A recent report by Schwartz (1987) emphasized "that Americans are not giving up their family tradition —just the traditional family" (p. 58). The report indicated evidence that Americans value their families as much as ever, but they are more tolerant of changing family roles and structures. Nine out of ten Americans regard their family as one of the most important parts of their lives (Schwartz, 1987). In fact, much of the

demographic information that described the apparent devaluation of families, can also be interpreted as evidence for the importance of families in our society.

The impact of the fact that people are marrying at a later age is softened by the fact that 90 percent of men and women will eventually marry. In fact, Norton (1987) indicated that an inverse relationship exists between age at marriage and likelihood of divorce. Therefore the tendency to marry later may be indicative of an increased probability of success in establishing a lasting family. Other statistics indicate that despite the high divorce rate, 80 percent of those who get divorced will eventually remarry.

Technological advancements in birth control have enabled women to gain control of their fertility. This has allowed women to have the exact number of children they want, to have them when they want them, and to have them if they want them (Toliver, 1986). Instead of assuming that the decline in birthrate is an indication of a trend toward devaluing children, an alternative explanation would suggest that this decision has become one that is consciously thought out. Economics these days necessitate smaller families. Even those with college educations and middle incomes are burdened with debt and consequently have less disposable income (Kindel, 1985). Other statistics indicate that despite the fact that parents are choosing to have smaller families, the absolute number of annual births is on the increase. Women who were born during the baby boom are now entering child-bearing age. The numbers of children now born are exceeded only by those figures during the baby boom years (Norton, 1987).

Families, despite the changes that have occurred in their composition, are still a very important and valued part of American life. As Schwartz (1987) put it, "the American family is like a piece of steel emerging from a forge: its appearance is changed, but it is as strong — or stronger — than before" (p. 58).

The Work Ethic Lives

Toffler (1980) suggested that the industrial age is now at its end, and society is about to enter a new information age, an age Toffler termed "the third wave." One possible result of this new age may see a unique blending of work and leisure. Society will no longer distinguish between these two concepts (Toffler, 1980). The Work Ethic, as it is now known, will no longer exist. This perspective is quite helpful in planning for the future, but what about today?

"Work — creative, challenging and meaningful —is one of human kind's most significant wants and needs" (J. B. Nash cited in Walsh, 1987, p. 83). Americans in the 1980's still place a great deal of value in their work, with less emphasis on leisure. Church (1987) indicated that a Labor Department poll has demonstrated that "fewer than one worker in ten would choose to have more leisure and less income; about one in every four would prefer longer hours and more pay" (p. 41). The amount of leisure time that employees have declined 8.5 hours per week from a median of 26.2 hours in 1973 to 17.7 in 1985 (Church, 1987).

People work for a variety of reasons. For some people, the desire to work longer hours is tied to the pure satisfaction that is obtained from hard work. Some of these people may not enjoy their leisure time at all. They "view leisure time as unproductive, and they do not know how to handle it" (Walsh, 1987, p. 83).

For many others, hard work is an economic must. The years of high inflation continue to consume workers' pay checks. Companies are also forcing workers to take pay cuts in order to remain competitive in work markets. "American workers are on the defensive. They are working as hard as they can because of the insecurity they feel" (Church, 1987, p. 42).

The women's movement has had a large impact on the nature of America's workforce. More women are now a part of the working world. Now more than ever, women have access to higher status jobs. This freedom will enable them to meet their desire to succeed (Toliver, 1986). Work can function as an avenue for achievement and independence, or as previously stated, become an economic must for survival.

America's youth also place a significant emphasis on the value of work. A recent study found that 92 percent of the representative sample of youth between the ages of thirteen and eighteen believed that they should hold a summer job. However, only 30 percent were in fact working, and another 30 percent were currently looking for employment. In 1974, the statistics showed 50 percent working. Economics again may have affected this decline in employment and not a lack of desire. The same study

indicated that parents do not share their children's enthusiasm for work during the school year. Seventy-five percent of high school students favor working during the school year, while only half of their parents agree with them. Allowing summer employment, however, found more parents in agreement with their children, with a climb to 70 percent (National Association of Secondary School Principals, 1983).

It is obvious that the work ethic is still a significant part of American life. It may not have the untarnished virtuous image that it once had, but it still exists. Both men and women, as well as the youth of America, still have a great deal of respect for hard work or at least for the income it produces. It may be quite some time before Americans hear the crashing of the "third wave."

A Closer Look at American Values

The 1970's

Families perform a variety of societal functions. One such function is the transmission of values. Umansky (1984) stated that parents have a societal obligation to identify those values they wish to give their children. A study conducted by Yankelovich, Skelly and White (1977) categorized families into two groups. The first group was titled the "New Breed," and this group represented 43 percent of all mothers and fathers with children under thirteen years of age. New Breed parents tended to be better educated and more affluent. These parents were characterized as having rejected many of the traditional values by which they were raised: marriage as an institution, the importance of religion, saving and thrift, patriotism and hard work for its own sake. The second group, the "Traditionalists," represented the remaining 57 percent of families, continued to support the basic values by which they were raised. However, they also were influenced by the new values, and were not prepared for the same kind of self-sacrificing approach to child raising common to their parents.

The transmission of values was a bit more complicated. The Traditionalisms simply carried on many of the traditions by which they were raised and the values to which they subscribe.

The New Breed, however, had a much more difficult time deciding which values to emphasize. Yankelovich et al. (1977) suggested that the New Breeds' decision to pass on traditional values "underscores some of their own doubts and reservations and is primarily a way of accommodating their children to a society which has not yet wholly caught up with their ideas"(p. 3). In the 70's, the values that were transmitted by both groups included:

- Duty before pleasure
- My country right or wrong
- The only way to get ahead is through hard work
- Everybody should save money even if it means doing without something right now

Kahle (in press) states that values are integrally connected to social change. The years prior to 1976 saw a significant number of fundamental technological changes and dramatic events. The Korean and Vietnam wars, Watergate, and the invention of the birth control pill all occurred before this time (Kahle, in press). Therefore, with all these changes occurring, it is understandable that societal values would also change. The question now is how have American values changed since then?

Are American parents still transmitting traditional values while adhering to more liberal views? What are the values that Americans adhere to in the 1980's?

Change in American Values

Kahle (1985) stressed that effective marketing helps people fulfill their social values. It is believed that products or services that are tied to values will be experienced more favorably than those that deliver more mundane benefits. However, it is important to note that people may choose the same product or service for two very different values. Kahle (in press) suggests that people who value fun and enjoyment may desire a cup of coffee for its rich taste, while others who value productivity may want to use coffee as a stimulant. It is suggested that if one is to understand individuals, one place to start is with trying to understand their values (Kahle, in press).

Kahle (1983) conducted a national study on the nature of American values in 1976. This study identified nine global values that were representative of relevant societal values. These nine values include: self-respect, sense of accomplishment, being well respected, security, warm relationships with others, sense of belonging, fun and enjoyment in life, self-fulfillment, and excitement. A similar study was conducted in 1986. This study was conducted to allow a comparison of change over the past decade. The results of the 1986 study indicate a high degree of consistency over time. These results, however, also indicate that the importance that Americans place on certain values has changed significantly (Kahle, in press).

Self-respect remains the most frequently endorsed value in 1986. The results of the study also demonstrate that Americans are placing less emphasis on seeking self-fulfillment. Self-fulfillment tended to attract a somewhat younger set of proponents in 1976. The 1986 study, however, found that the less than thirty-year-old group, in fact, had the biggest drop in people endorsing this value. In addition, this same group has placed considerably more emphasis on self-respect, sense of accomplishment, relationships with others, and the search for more fun, enjoyment, and excitement in life. The "me generation" of the 70's has moved to a more caring set of social values for the 80's. Unfortunately, this research did not provide any specific information that differentiated values by income groups (Kahle, in press).

Summary and Conclusions

This paper has attempted to document the current status of American values. It has pointed out the importance of recognizing short-term fads versus long-term trends, when making decisions regarding program changes. It is important for professionals to truly know their client group and not to base major program decisions on misinformation that is being perpetuated in the media. "Yuppies," it seems, are only a very small segment of the population as a whole, and, therefore, for example, all camps do not need to become mini-resort communities.

This paper has also documented information that supports the fact that, despite all the changes that have occurred in the American family, the family and family traditions are still an important part of American life. Therefore, camping professionals should do everything in their power to meet the needs of parents and their offspring. Programs should be flexible enough to meet the needs of all families, including those that are non-traditional.

The work ethic also continues to be a dominant force in people's lives. In fact, the research has suggested that the amount of time that employees have for leisure has declined since 1973 (Church, 1987). Men, women, and children all agree that hard work is an important part of their lives. Camps may want to reflect this in the programs that they provide.

This paper also provided information that can be useful in marketing and programming both not-for-profit and private camps. The literature suggests that Americans are becoming more relationship-oriented and less concerned with self-fulfillment. The camping field may want to respond to this by emphasizing the facets of their programs that enable campers to fulfill their relationship-oriented values. Many activities that camps offer create challenge for the individual while also facilitating social interaction. While both values are important, it may be wise to emphasize group interaction and social bonding. Fun and enjoyment are an inherent part of the camping experience and camps may do well in emphasizing that aspect of their program. It is important to note, however, that most people who endorse this value are generally low-income earners (Kahle, in press). This may affect some camps more than others depending on the population the camp serves.

While writing this paper, it also became evident that there is a considerable void in the published research. The literature that specifically details why parents send their children to camp, or why children decide to come to camp, is nonexistent. This reviewer was unable to come up with any articles or studies that have been published that attempt to define why people come to camp. A great deal of speculation surrounds most attempts to express these reasons when attempts are made. Jones (1978) suggested that children came to camp to make friends and to participate in physical activities. While these may actually be the exact reasons, there is no documented evidence to support such a conclusion. Furthermore, other questions remain, such as, which is more important, making new friends or participating in the activities?

The same is true when one tries to make comparisons between perceptions of private versus not-for-profit camps. What image is portrayed to the public of these two types of programs? Havitz (1987) pointed out a number of issues that relate to this concern. With economic pressure forcing public agencies to require additional fees, has this image become increasingly blurred? Are private agencies looked down upon because they are there to make a profit, while public agencies may be viewed in more altruistic terms? Or does the opposite occur, where public agencies are looked at skeptically with regard to their ability to provide a satisfactory service? While it is easy to point out the questions, it will be a challenge for professionals in the field of organized camping to begin to come up with the answers.

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The Faces of the 80's Changes and Challenges for Camping

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CYO/Camp Howard

JULY 22, 1988

Executive Summary

In contrast to children of the 50's and 60's, children of today:

— live in a more technologically oriented world
— watch television for a substantial amount of time
— have more money and more possessions (though quite a number live in poverty)
— mature physically and socially somewhat earlier than before
— depend a lot on peer groups for support rather than adults
— have working mothers
— have short attention spans, and are most used to TV-style communication and entertainment
— live in single-parent families and disrupted families (fragmented, divorced, isolated, unwed . . .)
— are less used to delayed gratification
— frequently have multiple adult role models in their lives, but have difficulty identifying heroes and adults they admire
— experience separation a great deal (which leads one to ask, what will this do to the bonding ability of children?)
— experience lack of stability in their lives, which seems to lead to lack of persistence, distractibility, and poor problem-solving skills
— have experienced child abuse
— have low self-esteem and personal respect
— are less able to determine sound moral and value clarifications
— use drugs and alcohol more (with consequent rehabilitation costs, financial and emotional)

In order to develop in healthy ways, young people need positive adult role models, ways to improve self-esteem, guidance to help in value clarification, and a stable, supportive, nurturing environment. Camps can help meet these needs, but the characteristics of the child of today may also present substantial challenges to camps. Cooperation with communities, schools, churches, voluntary organizations, and social agencies will be important to improving the prospects for children's growth.

When I grew up in the 50's and 60's, Dad was the breadwinner and mom stayed home to run the household and raise the children. When not in school, we played Kick the Can, raced around on skateboards, wiggled hula hoops, and watched some pretty good television. High school boys either drove their "souped" up cars or admired someone who did, and getting drunk at a party seemed all part of growing up. By college, football games, homecoming, midterms, and a rising concern in political and social morays sparked the interest of this generation. Added to the use of alcohol was marijuana, and some students experimented with hallucinogenic or mind-altering drugs. College students were acutely involved in social and political issues of the time, such as marches on Washington, D.C. and widespread demonstrations opposing the Vietnam War. The growth of a counterculture that despised the materialistic priorities and conventions of society and sought peace and equality for women, blacks, and all minorities was motivated by a need for individual freedom, expression, and intellectual growth. Students were guided by a desire to save the earth from environmental and nuclear disaster. There was a greater concern for the welfare of others and less interest in capitalism and material gains.

The youth of today have grown up in a far more technological world. Transformers and GoBots, video games, digital discs, computers, and M.T.V. make up the "play world" of children in the 80's. Television occupies a far greater percentage of their time. Except for sleep, children of the 80's spend more time watching television (30-31 hours per week) than any other activity. Many youngsters have unmonitored and unlimited access to television viewing or movies, which exposes them to explicit sexual acts, profanity, and violence.

Divorce, single-parent families, and working mothers have all contributed to the disruption of the family as known by children in the 50's and 60's. Herbert Zimiles (1982) interviewed 170 teachers from kindergarten through secondary education, all with more than twenty years' experience representing both urban and rural settings. They shared their perceptions about today's middle-class children as compared to the

children of almost a quarter of a century ago. These teachers observed that today's children grow up faster, are more street wise, more worldly, more mobile, and have more money. In terms of developmental criteria —such as puberty and physical appearance, social maturity, sexual awareness, and involvement with their peer group — today's youth reach these landmarks at an earlier age.

"There are fewer instances in which the child wishes or needs to delay gratification or in which the adult tries to impose delays in gratification. Children have little tolerance for delays and insist on immediate payoff; the instability of their lives inspires little confidence in a stable, predictable future. Accustomed to functioning in the visual world of television, children are less tuned in auditorially; activities that require attention to detail, memorization, or story construction are easily stymied. The rules and organization of the classroom are no match for slick Hollywood-style television products." (Frost, 1986)

Children require stability, guidance, and support to grow into healthy and productive adults. The basic unit — the American Family — used to fulfill this role, however, significant factors in the past 25 years have changed the face of the American family. (Locke and Kimmel, 1987) Urie Brofenbrenner, a noted psychologist, identified those changing factors: (1) the increase in working mothers; (2) fewer adults in the home; (3) more single-parent families, and (4) more children of unwed mothers. This fragmentation and isolation of the family occurs among younger parents and increasingly among families of all races and strata in society. (Vaughan and Brazelton, 1976).

As single-parent families grow, so does the need for women to work outside the home. In 1950, only 12 percent of all married women with preschool-age children participated in the work force. That will increase to 80 percent by 1990, requiring some form of child care facility or assistance for over 10 million children. (Frost, 1986) This statistic has more than just economic repercussions. Many young people of the 80's will have multiple, as well as questionable adult role models, functioning in caring and nurturing roles. Rather than two primary individuals, such as Mom and Dad, children will be raised and cared for by babysitters, after-school programs, or other child care arrangements. When not in one of these settings, the young person will spend time alone. (Frost, 1986)

In the past, parents have played a vital role in molding their children's values and beliefs. Parents used to be the single, greatest influence in a young person's life, particularly when forming opinions about morals, religion, and politics. Divorced and single-parent families struggling to make ends meet have drastically altered this dual unit. The entrance of so many women into the labor force has necessitated a change in traditional male/female roles. Locke and Kimmel (1987), after doing research on children of the 80's, stated that "today's families are pioneers on the forefront of a revolution. They have few role models to follow. Many working couples with small children have five careers between them: two as nurturers, two as employees, and one as a married couple. The stresses of being 'Supermom' and 'Superdad' are present. All too often these stresses cause family upheavals, separating children from their parents at an early age." Experts are very concerned about the negative effects of such discord and what will happen to the bonding process in a young person experiencing such separation. Frost (1986) feels that the emotional upheaval and poverty, associated with many single-parent situations, has led children to become autonomous at an early age. They are less dependent upon parents, teachers, schools, and churches and are more dependent upon their peer groups. As divorce rates rise and single-parent families become more prevalent, adults along with other family members, are experiencing emotional trauma, economic pressures, and general disarray. Frost feels that this situation severely compromises any relationship between the adults and children in such families and notes that the adults' ability to influence or guide their children is particularly minimized. Today's youth have a stronger investment in their peer group because they cannot count on their parents, whose energies are spent working out family conflicts, solving job headaches, finishing their education, and still hoping to secure some material wealth and status. (Frost 1986)

In a study done by Hetherington et al. (1978) focusing on the social and cognitive dysfunctions of children from divorced families, they point out:

> "It was found that in divorced families there was a marked breakdown of appropriate and consistent parental control over children, fewer demands for mature independent behavior and less communication, explanation, and reasoning with children. These poor parenting practices were associated with

high distractibility, impulsivity, short attention spans, and lack of persistence on tasks by the children, which in turn were associated with drops in scores on performance and quantitative tasks and on certain types of problem solving tasks. Problem solving and academic success requires the ability to concentrate and persist. This ability to focus and sustain attention seems more critical in tasks that involve reasoning such as mathematical problem solving than on such things as vocabulary. What is being proposed is that poor parental control leads to high distractibility and lack of persistence in children which causes poor problem solving performance. It would seem that the quality, as well as the quantity, of maternal interaction in single-parent families should be considered." (Hetherington et al., 1978 a, p. 161)

"These developmental disruptions do not seem to be attributable mainly to father absence but to stresses and a lack of support systems that result in changed family functioning for the single mother and her children." (Hetherington et al., 1978 b, pp. 31-32)

In studies done comparing single-parent female-headed families and two-parent families, the research indicates that single mothers are severely traumatized emotionally and socially in trying to recover from the loss of their spouse, deal with child care, employment, and homemaking. In trying to prioritize their time, most mothers sacrificed their personal and recreational time, and their sleep, in order to maintain employment and time with their children. Single mothers spent the same amount of time meeting the emotional needs of their children as well as time spent communicating with them, as did mothers in two-parent households. (Sanik and Mauldin, 1986) The nurturing side of females is one reason why they are chosen to head the family unit in single-parent families. The stress and trauma felt by all members of a disintegrating family unit is well documented. The number of single-parent families has increased by 107 percent since 1970, and the number of two-parent families has decreased by 5 to 10 percent from the same time period. This pattern will continue through 1990, with one-parent households continuing to increase by 33 percent and two-parent families continually decreasing.

Greater numbers of young people living in the 80's reported the use of drugs and alcohol. Sixty-five percent of high school seniors indicated the use of hallucinogens, tranquilizers, cocaine, heroin, etc., in a study by Johnson and O'Malley (1985). The study went on to reveal that 93 percent of the seniors had used alcohol, 71 percent in the last month; that about 40 percent of the seniors used illicit drugs other than marijuana, and about 71 percent of the seniors had used cigarettes. Countless magazine articles and books written in the last six years lament the drug problem in this country. Both adults and young people seem to be affected by this insidious problem. The House Select Committee on Narcotics Abuse and Control stated that more 20 million Americans use marijuana regularly, and that 8 to 20 million use cocaine regularly. They went on to report that half a million Americans use heroin, more than one million use hallucinogenic drugs, and over six million abuse prescription drugs. The effects of this problem have been profoundly felt by families both in terms of emotional and psychological trauma and the financial strain of rehabilitation and medical expenses.

Of significant importance to educators and human service organizations in the 80's is the national awareness of child abuse. Whether abuse of children has increased in the past twenty years or more people are reporting cases is not known, but of even greater concern is that most researchers will tell you that current reportings are significantly underestimated. Locke and Kimmel (1987) indicated that most abusive adults had experienced abuse in their own childhood. Where physical punishment is a disciplinary technique in families, violence often results. Unemployment is also a contributing factor to family violence and child abuse. The loss of status and income to a parent and family is all to often directed toward children in a hostile way. The reports of sexual abuse and incest in the 80's indicate that one in every three to four females and one in every nine to ten males has been abused before they reach the age of eighteen. Ninety percent of the abusers are family friends, relatives, neighbors, and over three-fourths are the parents. Little wonder that the number two killer of children in this country is suicide. Educators all over the country will tell you that the youth of the late 70's and 80's possess the lowest level of self-worth and personal respect than the youth of any other time period. They are more inwardly directed and focused, politically more conservative, and more socially precocious and independent than their parents. They are less able to determine sound value and moral clarifications and place

less importance on both. They seem to have more material possessions than people of the 60's and receive less guidance from adults as well. Today's youth have greater difficulty identifying heroes and adult role models, and when they do, they are often TV, movie, or sports figures. The American family is definitely changing, and this has resulted in complex problems and issues unique to this time period.

Summary and Implications

This paper has highlighted some significant factors contributing to the face of the American family of the 80's. Divorce, single-parent families, technology, abuse, drugs and alcohol, working mothers, and the influence of television all have changed the structure and status of the family as it was previously known. Some critics view this change as "damaging," "a serious crisis," or "irreparable." I would agree that the typical family —mom, dad, and the kids — may not be so typical anymore and that divorce, abuse, drugs/alcohol, and teen suicides are a definite negative result and/or factor of these times. The past twenty-five years have clearly been turbulent ones for this country.

However, we must also be mindful that the American family has undergone dramatic changes in the past two centuries while adapting to various social, historical, and cultural "crises." If we contrasted the American family of the seventeenth and eighteenth centuries with the family of today, we would realize some immediate differences: (1) more emphasis on individual growth and importance and less on the family unit; (2) the dramatic change of the female role — more respect and recognition and overall importance — both within the family and in the work force; (3) a much more complex, sophisticated and technological society; (4) a change from a rural or agrarian lifestyle to an urban and more mobile way of life; these are just a few of the more obvious differences. The American family has always been changing its size, shape, roles, and functions, although perhaps not as swiftly or dramatically as the last twenty-five years.

What needs to be addressed at this point is what we can learn from all this upheaval and apply that knowledge to the quality of our future. What I have learned from all this research is that the young people of this decade have a great need for positive role models, a dose of value clarification, a big shot of self-esteem, and a stable, supportive, and nurturing environment.

The following are some ideas that will help educators, child care specialists, and youth-oriented agencies to better serve the young people of the 80's:

1) Recognize that *all* individuals in our society are not equipped or prepared to have families or raise and care for children. In this country, there is an expectation that one grows up, marries, and has children. Whether this is based on the Judaic/Christian philosophy of procreation, it is very apparent to me that many adults either do not have the qualities and skills to successfully parent, or do not recognize the commitment or responsibility of such an undertaking.

2) Both the educational system and the church can provide positive parenting classes that reflect both spiritual values and current educational research to best inform a prospective parent or parents.

3) It should be the responsibility of all parents to provide a nurturing and wholesome environment that maximizes the growth, development, and potential of each child, promotes spiritual values, and particularly emphasizes the self-worth/self-reliance of their children. Children who respect and value themselves will do the same with other children and become positive and productive members of our society.

4) Facilitate and promote cooperation between schools, governments, churches, youth organizations, and camps to positively influence young people to serve and improve the quality of their lives and to demonstrate concern for the welfare of others. If these organizations develop an individual's sense of worth and value, and concentrate on teaching young people the positive spiritual themes of acceptance, tolerance, forgiveness, mutual caring, integrity and serving, our world would be many steps closer to peace.

Conflict, anger, and frustration are a part of everyone's life, but how many of us have learned positive conflict management skills? To enable individuals to confront, communicate, compromise, and resolve their problems gives them power and courage to live full and effective lives. Combining a rich sense of worth, desire, and talent in a young person who is motivated to make the world a better place is more powerful than any nuclear weapon designed.

5) Of particular concern to me is the lack of positive role models portrayed on television, in sports, at the corporate level of private industry, and in our own government. There is a profound absence of integrity and values and the prevalence of greed, self-gratification, and material gain has sent a powerful message to our children. Major economic and political decisions are made daily, based on financial gain and greed, rather than the health and welfare of all.

The amount of violence and explicit sex seen on television or at movies will de-sensitize us into acceptance and complacency. All too often, sex is portrayed in vulgar and profane terms, and violence is sensationalized and glorified as a cheap thrill. The value of human life diminishes proportionally as violence increases.

The rise in violent crimes in this country and our drug problem is no accident. Our acceptance and tolerance of the quality of our public servants, the sex and violence in television and movies, the lack of worth amongst our youth, and the general apathy of the American public regarding integrity and honesty has put us right in the middle of this current dilemma.

When we demand our elected officials, sports figures, and private industry to demonstrate integrity and concern for the welfare of all and to be positive role models to our youth, we have taken one positive step.

When schools not only educate, but develop respect, dignity, cooperation, and worth in their students, we have taken another positive step.

When families choose to raise their children in wholesome and nurturing environments that develop their worth and potential, and instill spiritual values, we have taken another step.

When television becomes a positive tool that wholesomely entertains us, stimulates our intellectual and reasoning powers, reinforces values, and promotes understanding and communication, we have taken another step.

The face of the 80's may be disturbing and fraught with problems, but I am confident that these suggestions, when applied and given time, will positively change the face of the American future.

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The Range of Summer Recreation Opportunities for American Youth

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JUNE, 1988

Part I — Executive Summary

The purpose of this paper is to document the range of summer recreation opportunities that currently exist and to identify trends in those opportunities. The paper will begin with a broad discussion, from a national level, of the types of programs that exist. It will then shift the focus to a more manageable size by describing a number of programs using a local community example.

Extent of camping. Summertime, for many American youths, is a time to participate in a variety of recreation opportunities. Organized camping programs offer one form (with many variations) of recreation opportunity for a significant number of American youth. It is estimated that over 9,000 camps exist in this country. The total enrollment for these programs has been estimated at over 4 million participants. Enrollment patterns, in fact, have increased in the past few years. A 1987 survey demonstrated that 83 percent of all camps who participated in the sample reported being ahead or even with their 1986 enrollments.

Overview of youth agency programs. This paper provides an overview of the types of youth agency programs that offer summer camping. It discusses the kinds of program options that are offered as well as specific demographic information regarding enrollment patterns. The camping programs reviewed include those offered by YMCA's, YWCA's Boys' Club, Girls' Club, Boy Scouts, Girl Scouts, Camp Fire, Easter Seals, as well as a variety of other private and public agencies. Trends indicate a significant number of children attending day camp programs as well as resident camp programs. In addition, many camps are also offering programs with a specialty emphasis. The range of program options include activities with a focus on the arts, individual and team sports, as well as programs with an academic emphasis from aerospace science, to computers, to the language arts.

Sports and vacations. In addition to these camping programs, several other recreation alternatives also exist for American youth. One example is Little League Baseball which had over 2 million youths participating during the 1987 season, an increase of over 20 percent since 1980. Another opportunity that is very popular, especially among the middle and upper class, is the family summer vacation. The data for the year 1987 indicated that summer travel increased by 4 percent from the previous year. This increase made the year 1987 the best year for summer travel since 1981.

Broad options: more children to serve. This paper indicates that the recreation options available to American youth are quite broad. Enrollment patterns in recreation programs during the past few years have been encouraging. However, Karen Sydel, a research associate for the Bureau of Governmental Research, reported that there were approximately 68 million youths under the age of eighteen in this country (personal communication, April 28, 1988). Therefore, the summer opportunities listed in this paper are only reaching a relatively small percentage of the total number of children. The opportunity for continued growth is out there. Professionals in the camping field need to continue striving toward developing innovative programs that will meet the needs of youth. By working cooperatively with other organizations, sharing resources as well as expertise, professionals in the recreation field will be better able to effectively meet the needs of a larger slice of American youth.

Introduction

The purpose of this paper is to document the range of summer opportunities that currently exist for American youth and to identify trends in those opportunities. A variety of summer camping programs will be discussed as well as a number of other popular summer recreation activities. The first part of the paper will begin with a broad discussion, from a national perspective, of the types of programs that exist. Shifting the perspective to a more manageable and realistic size, it will then give a more focused description of programs using a local community as an example.

National Perspective

Jim LeMonn, director of media relations for the American Camping Association (ACA), reported that the economic impact of organized camping in this country has

been estimated at about $2.5 billion per year. The total number of camps roughly stands at about 9,000 programs. Of these, approximately 5,500 are resident camps, 3,500 are day camps, and about 400 or so are family, travel and trip camps. Three thousand of the total number of camps are owned by private individuals or corporations. The remaining camps are operated by non-profit agencies or religious groups. The attendance figures for children participating in summer camping programs has been estimated to be around 4 million participants (J. LeMonn, personal communication, May 2, 1988). In fact, enrollment patterns as a whole have increased in the past few years. ACA's market survey for 1987 demonstrates that 83 percent of all camps have reported being ahead, or even, with their 1986 enrollments (Association News, 1987).

The next section will specifically review a number of programs with summer recreation activities by providing detailed information about them from a national perspective.

Camp Fire, Incorporated, reported that their summer programs have been relatively stable throughout the 1980's. Approximately 80,000 youths per year, both boys and girls, have attended their summer resident and day camp programs. Many of these programs are run in conjunction with other organizations such as church groups, the Boys' and Girls' Clubs, YMCA's and public recreation agencies. In addition to these programs, a number of Camp Fire councils also run other summer recreation programs ranging from sports programs to a handicapped awareness program titled "Kids on the Block" (C. Coutellier, personal communication, April 28, 1988).

Another organization that provides summer programs to a large number of youths is the Boy Scouts of America. Actual data concerning socioeconomic status of participants in this program is unavailable, however, it is estimated that a majority are middle class with a small percentage in the lower and upper class categories (J. Fall, personal communication, April 28, 1988). Scouting offers both day and resident camping opportunities for its participants. The figures for 1987 reported a slight increase in enrollment with over 380,000 Cub Scouts participating in day camp programs, over 34,000 Cub Scouts and Webelos participating in resident camps, and over 434,000 Scouts and Varsity Scouts in resident camps (Statistical Service, Boy Scouts of America, 1987).

Another related but entirely independent organization, Girl Scouts U.S.A., also provides summer day and resident camp programs for a large number of girls in the United States. The total number of girls participating in Girl Scouts stands at 2.2 million nationwide. However, national enrollment statistics for their summer camping programs were not available from the national office (M. Majors, personal communication, April 28, 1988).

The YMCA's and YWCA's across the country, also related but entirely independent organizations, reported significant numbers of youths in their summer programs. The YMCA reported that in 1987, there were 1,384 day camps and 373 resident camps that they operated across the country. Total attendance figures may be misleading because the same children may have been counted more than once, and the totals were reported in camper days and not actual numbers of campers. However, it is estimated that approximately 131,000 youths were in day camps with an additional 37,000 in resident camps for the 1987 season. These figures are roughly the same as those reported for the previous years. In addition to these programs, many YMCA's also operate travel caravans, outdoor education activities, and family camps during the summer months (A. Luehrs, personal communication, April 28, 1988).

The most recent data for YWCA's indicates that they had over 32,000 children in day camps, 5,000 in resident camps, and 6,000 in weekend and overnight camps for the year 1984. Preliminary figures for 1986 indicate a trend toward a drop in camping participation, and an increase in center-based activities (E. Iacono, personal communication, May 20, 1988). Data pertaining to socio-economic status of participants in YMCA and YWCA summer programs were not available.

Boys' Clubs of America also provides programs for youths in the summer. Steve Ramirez, assistant director of Program Services, reported that the participants in these programs are from predominantly low-income families from minority populations. The club programs operate day camps as well as resident camps for inner-city youth during the summer months. In addition to the camping program, they also operate special events such as bicycle tours, team sports programs, as well as job placement programs for youths over sixteen years of age. Of the 1.25 million youths (300,000 of whom are

girls) involved in this program, a vast majority participate in some form of day-long summer program. This statistic has remained relatively constant over the last five years (S. Ramirez, personal communication, May 16, 1988).

Girls' Clubs provide summer activities for strictly female participants age six to eighteen years. Jane Quinn, assistant program director, reported that 49 percent of their client groups are from ethnic minorities with the remaining 51 percent being Caucasian. The majority of their participants are from families with lower socioeconomic status; 64 percent earn less than $15,000 per year, and 54 percent come from single-parent families headed mostly by women. During the summer months Girls' Clubs operate a number of day camps as well as a few overnight camps. They also provide summer employment programs, leadership development programs, sexuality education, and a sports program titled A Sporting Chance. The total number of girls and young women involved in their program in the summer is estimated to be around 250,000 participants.

The National Easter Seal Society also has summer programs that provide recreation opportunities for a large number of people with physical or developmental disabilities. In fact, the number of people attending resident camps increased 30 percent between 1977 and 1987. The 1987 figures demonstrate that over 19,000 people attended summer resident camps. During that same period of time the number of people participating in day camp programs has doubled from around 2,000 to over 4,000 people (S. Regnier, personal communication, April 28, 1988).

In addition to the programs described above, many other public and private recreation programs operate during the summer months for the enjoyment of American youth. The 1988 edition of *Peterson's Summer Opportunities for Kids and Teenagers* lists over 1,100 programs available in the United States and abroad. Many of these programs combine challenging educational experiences with recreation, while others have a more traditional focus. Therefore, the guide lists a range of programs that offer skills in virtually every subject from computers to creative writing. It also lists specialized camps that focus on art, dance, drama, music, and individual and team sports. The guide categorizes programs into those designed for special groups, such as the gifted and talented, and those with hearing, learning, or physical impairments. It also provides information about programs with other specialty focuses including those with a wilderness, high-level challenge, or travel emphasis. In all, the guide describes about 200 varieties of programs that range from the traditional summer camp to specialty programs that emphasize activities ranging from aerospace science to weight loss programs (Muirhead, 1987).

Another very popular summer recreation program is Little League Baseball. Steve Steaner, director of public relations for Little League Baseball Incorporated, reported that a significant number of boys and girls age six through eighteen participate in their program. In fact, Little League has grown 20 percent since 1980, with over 2 million children participating during the 1987 season. The program has also expanded to 28 other countries around the world (S. Steaner, personal communication, March 22, 1988).

Summer traveling with the family has always been an American tradition. However, a number of factors including weather conditions, the price of gasoline, airline fares, lodging rates, and the general state of the economy, all combine to influence the rate at which families will be traveling in the summer. Traveling rates based on family income figures have remained relatively constant through the 1980's with 77 percent of American families who travel in the summer earning incomes over $20,000 (U.S. Travel Data Center, 1987). The data for the year 1987 indicated that summer travel increased by 4 percent from the previous year. This increase made the year 1987 the best summer for travel since 1981. However, the tendency to take trips of shorter duration continues with a slight drop in length of stay from 6.2 days in 1986 to six days in 1987. The most popular place to visit was EPCOT Center in Florida, which had over 22 million visitors during the summer (U.S. Travel Data Center, 1988).

Local Perspective: An Example

To bring the range of summer opportunities to a more personal level, we have explored the options that exist for youth in one community, Eugene, Oregon. In creating a model, it is important to point out the characteristics that might distinguish the example from other areas or activities. Therefore, in order to discuss the range of recreation programs offered in one particular city, it becomes necessary to give some

demographic information about that city. Eugene, Oregon, is a city with an estimated population of 106,000 people. Of this population, the percentage of minorities is under 7 percent, which is well below the national average of 21 percent. People of Hispanic origin represent the largest minority group with just over 2 percent of the population. These percentages are followed by people of Asian-Pacific Island, Native American, and Black descent. U.S. Census figures for 1980 also suggested that family income levels for Eugene fell somewhat short of national statistics. The average and median income for a Eugene household was $19,077 and $14,959, as compared to $20,306 and $16,841 for the rest of the nation. In addition, the percentage of youth under the age of 18 was 25 percent for Eugene and 30 percent for the rest of the country. In a state that has traditionally depended on the lumber industry as its mainstay, the largest employer in the city of Eugene is the University of Oregon. With an enrollment of 17,000 students, it brings in some $182 million annually to the local economy. Other large employers include companies in the products, services and utilities industries (Information obtained from Eugene Chamber of Commerce, April 28, 1988).

The city of Eugene operates a number of community centers that provide recreation services to area youth. Two of the four centers have swimming programs that operate during the summer. In addition, all of them offer summer day camp programs ranging from preschool day camps, which are extensions of their regular preschool programs that operate out of the community centers themselves, to the Wayne Morse Day Camp program, which is located at a separate site and operates for children age kindergarten through sixth grade. Most of the youths who participate in these programs are from three to five years of age, come from middle-income families, with a significant number coming from single-parent families. Other program areas also include a computer camp, a science camp, a soccer camp, teen dances, a gymnastics team, cheerleading clubs, and a babysitting certification program through the American Red Cross. Since 1980, it is reported that youth programs have increased 25 percent, with an increase in participation level of 100 percent (B. Beck, personal communication, April 15, 1988).

For the past two years the city also operated a resident camp that ran for two sessions, each session being one week long. However, for the 1988 summer season they have chosen not to run their own camp. Instead, they have made an agreement with Camp Fire Incorporated, whose site they rented in the past, that the city would accept registrations for the Camp Fire resident camp in exchange for a percentage of the registration fee. This would allow Camp Fire to market their program through the city, and the city would benefit by not having the expense of running their own program while still generating funds to apply to other areas. The city feels that this arrangement is an innovative public/private partnership that will benefit both of the parties involved (B. Beck, personal communication, April 5, 1988).

Another recreation opportunity for local youth is of course Camp Fire Incorporated. This organization operates a summer day camp and a resident camp program for area youth. The socioeconomic status of those involved in this program is divided into 42 percent low income, 58 percent middle income, with little to none being from families of upper income. The program has run at capacity since 1960, serving 325 children in the day camp operation, and 728 in the resident camp during the summer of 1987. The program offers horseback riding, wind surfing, a leadership program, and an annual contingent of twenty-two children from Japan who have come each year since 1980 to experience the American culture (B. Barette, personal communication, April 21, 1988).

The Eugene Family YMCA offers a wide range of summer programming options for area youth. It offers seventeen separate programs that range from preschool programs to high school leaders programs. The various day camp programs include a preschool camp, pre-sports camp, gymnastics camp, a horse day camp and others. The YMCA also operates four different caravan programs that travel as far south as the San Francisco Bay area to as far north as the San Juan Islands near Seattle. Furthermore, they also operate two resident camps, one with four one-week-long sessions for beginning campers age nine through twelve, and another camp at a separate site for a one-week-long session for youths age ten through twelve. Other programs include a family camp, a tennis program, and a comprehensive youth aquatics program. As a whole the summer programs have experienced a 15 percent growth over the 1986 to 1987 seasons (D. Hammond, April 28, 1988).

The Boy Scouts also operate a number of summer opportunities for children in the area. In addition to two resident camps which meet the needs of over a thousand boys aged eleven to seventeen, they also run a number of day camps, and overnight camps for Cub Scouts and Webelo Scouts age eight to ten years old. A new program that they will run for the summer of 1988 is the Cub resident camp. This program allows a boy to come and stay overnight for four days with a guardian and has both of them participating in the programs together. The fastest-growing program of them all, however, is the day camp program. It has over 1,500 children involved in an eight-week program that is spread out over thirteen locations (J. Dempsey, personal communication, April 28, 1988).

The Girl Scouts also provide summer recreation opportunities for area youth. They operate a resident camp program for youths age seven to fifteen. This program has fifteen different sessions that operate over an eight-week period. The shortest sessions run for five days while the longest run for two weeks. Half of these sessions run with a traditional summer camp focus with the other half run as specialty sessions. These sessions focus on skill development in certain areas such as drama, arts and crafts, outdoor education, video production, survival skills, advanced boating, and wind surfing. The resident camp programs have grown nearly 20 percent since 1982, with an enrollment of over 350 in 1987. Their day camp operations are even more popular, nearly doubling in enrollment since 1985, with over 680 girls age six to twelve attending in 1987. Activities in the day camps are badge oriented and include crafts, outdoor education, and other field trips and day hikes. They also operate one-day summer programs with activities such as rafting trips, bike rodeos, and arts and crafts days. The youths who participate in Girl Scouts are largely middle class with a small percentage of low- and upper-class children being involved (S. Smetana, personal communication, May 5, 1988).

The Eugene Sports Program, a private non-profit organization, runs summer baseball and softball programs for area boys and girls in grades one through nine. This program has increased nearly 25 percent in the last ten years with an enrollment of over 4,700 children involved in 1987. Income levels of participants were not available but it is estimated that the vast majority come from middle-income families (E. Billings, personal communication).

For those individuals with physical or developmental disabilities, Easter Seals offers ten weeks of resident camp experience. While this camp offers programs for the entire age range, the largest segment of their population is the six- to seventeen-year-old group, which encompasses 45 percent of the total enrollment. The range of income for individuals involved in this program is quite varied; however, most are from the lower end of the spectrum. Enrollment figures have fluctuated a bit during the 1980's but they usually stand at approximately 275 people. Program opportunities encompass the standard camp activities including crafts, sports, and swimming. However, the camp also provides environmental education and challenge education activities such as the waterslide and hydrotubes (N. Streif, personal communication, May 5, 1988).

Camp Tamarack, a private camp located about 70 miles east of Eugene, also provides summer recreation opportunities to local girls aged eight to sixteen. Participants are usually from families with upper incomes of around $35,000 to $50,000 per year. Campers are predominantly from major population areas in Oregon, as well as from neighboring states, including Washington, California, and Idaho. A variety of other states are also represented as well as foreign countries including Korea, Japan, and Austria. Enrollment is usually at 85 percent of capacity, with 1987 being slightly ahead of 1986 figures. Total enrollment stands at approximately 235 campers. The program has traditionally operated with two fourteen-day-long sessions and one twenty-six day session; however, for 1988, the plans are to operate with one ten-day session and two twenty-five day-long sessions. Program options include the traditional summer camp activities but also includes courses in rock climbing, rafting, horseback riding, tennis, and a complete aquatics program that includes certification in Red Cross Advanced Lifesaving. (S. Sherman, personal communication, April 29, 1988).

Another option for local youth is to attend Camp Lutherwood, a local church camp operated by the Lutheran Church. Seventy percent of the participants are affiliated with the Lutheran Church. The remaining 30 percent are primarily from other Christian denominations, with a few non-Christians attending as well. Income levels were not available, but estimations would suggest that the socioeconomic status of participants

reflects that of the rest of the nation. Scholarships are provided to approximately 10 percent of those attending. Enrollment figures reflect consistency, with 300 children attending per summer since 1984. The camp operates with both a traditional camp focus for some sessions while other sessions have a more specialized focus. Camp runs for ten weeks with each week meeting the needs of a single age group. Sessions are provided for children in first, through middle and high school grade levels. Specialized sessions include a sports camp, an arts camps, a survival camp, a Counselor-In-Training program, as well as other programs that focus primarily on creating community and meeting the spiritual needs of high school-age youth (B. Westcott, personal communication, April 28, 1988).

The University of Oregon also offers a significant number of summer recreation opportunities. These programs range from specialty "camps" focusing primarily on one activity, similar to workshops, to those that provide more of a balance of educational and recreational activities. Age ranges vary with each program, however, in general participants are from age nine to nineteen. A review of the twenty-two programs offered by the University include a broad range of activities. Intensive training in a variety of sports is offered, including track and field, two separate basketball programs for girls and boys, a football, wrestling, swimming, aquatics leadership, and a tennis program, as well as girls cheerleading, drill team, softball and volleyball programs (University of Oregon, 1987). Other "camps" include:

- *Boys State* —Designed to promote involvement in governmental studies.
- *Girls State* — Same as above.
- *Oregon Summer Science Experience* — Explore research interests in various areas of science.
- *Summer Architecture Academy* — Juniors in high school try the field on for size through experience in studio work, workshops, lectures, and field trips.
- *Summer Dance Pursuit* —Instruction in ballet, jazz, tap, theater, and character dance.
- *Summer Enrichment Program for Talented and Gifted* — Youths in grades six through nine participate in enrichment opportunities in some seventy-two subject areas from science to visual and performing arts, as well as participating in a variety of recreation activities as well.
- *Super Summer* — Same as above for children in preschool through fifth grade.
- *Summer Music School* —Youths are instructed in orchestra and band performance, music theory, literature, and conducting, includes recreation activities.
- *Summer Romance Language Program* — High school students with two years of preparation in French, Spanish or Italian are given advanced instruction.
- *Computer Camp* — Advanced instruction in computer graphics, integrated languages, music writing, word processing, database, and spreadsheets.
- *Upward Bound* — Precollege program for low-income high school students that includes career planning workshops and cultural enrichment activities (University of Oregon, 1987).

Summary and Conclusions

Organized camping programs offer a significant number of American youths an opportunity to participate in summer recreation activities. This paper has specifically described a number of these camping programs, beginning with a broad description at the national level and then shifting the focus by providing an example at the local level. The programs that were described included both private camps as well as those camps that were classified as being not-for-profit. While a number of these programs were designed to meet the needs of a specific group (i.e., children of a certain socioeconomic status, religious affiliation, sex, or ability level), other programs were designed to meet the needs of a broader range of American youth.

In reviewing these camping programs, a number of trends became apparent. One of the trends that surfaced was that day camps continue to have a major impact on organized camping. The YMCA's and YWCA's around the nation, in of themselves, have nearly 200,000 children participating in day camp programs. This figure is nearly doubled by the number of children participating in Cub Scout day camps. The Boys' Club, and the Girls' Club also report that a significant number of their total enrollment of 1.75 million youths are participating in some form of day-long summer recreation

program. The vast popularity of these programs may have a great deal to do with the ever-increasing demand for child care in this country.

Another trend that was indicated in this paper was the growth in camps with a specialty emphasis. Many of the programs that were described reported that they were implementing camping sessions that had a certain program focus. These sessions included camps such as sports camps, computer camps, arts camps, travel and trip camps, and wilderness survival camps. This paper also described an example of a major university that operated over twenty of these types of programs. The range in program options that they provided for youths was quite broad. They offered sessions in a number of sports camps, camps that focused on the visual and performing arts, as well as programs with an academic focus. While many of these programs have a number of other recreation components, others are really workshops where the focus is primarily directed toward one activity.

In addition to these camping programs, a number of other summer recreation options also exist for American youth. This paper has reported several traditional summer activities that attract a large number of participants. In this country, many people consider summer as the time for baseball and family vacations. In fact, the year 1987 had the most youths ever participating in Little League with over 2 million participants. The same trend was true for 1987 summer travel with an increase of 4 percent being the best increase in travel since 1981. However, this paper reported that the trend for trips of shorter duration continued, with a stay of six days being the average.

The implications for summer travel and other recreation activities on the camping field are potentially good and bad. With more youths participating in Little League, the less time they may have for summer camp. In addition, the more family trips that are made during the summer, the greater the possibility that they may conflict with a potential camp program. However, with the average length of stay dropping, this may become less and less of a problem. Professionals in the camping field may want to respond to this issue in a proactive manner by developing strategies that will enable youths to participate in these activities and still be able to go to summer camp.

This paper has reported that the total number of children involved in summer camping programs was estimated to be around 4 million participants and that the trends in enrollment patterns in the past few years have been encouraging. However, the 1980 census figure reported that the total number of American youths under the age of eighteen stood at over 68 million. This statistic indicates that the percentage of youths who participated in camping programs stands at less than 6 percent of those who could be potentially involved in organized camping.

While it may be unrealistic to suggest the goal of attaining full participation by all American youths, there is obviously considerable room for continued growth in enrollment. Professionals in the field of organized camping should continue to strive to meet the diverse recreation needs of American youths. The recent growth in day camps and specialty camps are a reflection of this process. Private and not-for-profit organizations should continue to strive toward developing innovative partnerships by mutually sharing expertise and resources that will benefit both organizations. It is suggested by the author of this paper that by working cooperatively, camping professionals and other providers of summer recreation opportunities may be more effective in meeting the needs of American youth.

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What's Happening in Education and Child Care:

Implications for the Camping Field

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Executive Summary

Demographics

As baby boomers have come of child bearing age, the United States population has risen. The number of school-age children is expected to increase approximately 8 percent over the next decade. A response from education and child care fields will need to occur as the demand for these services increases. This in turn will affect the tactics which camp directors use when trying to reach full camper enrollment.

Year-round education

In the past, some school systems have dealt with overcrowding by adopting a more flexible school calendar. Year-round education became widespread in California in the 1970's, particularly in urban districts. Some other benefits of year-round education were discovered: opportunity for seasonal weather variations, freedom for flexible vacation planning, availability of youth for community service on a year-round basis, and increased academic retention. Opponents to year-round education cite complicated schedules, sharing classroom space between staff, and interference with maintenance as limitations. Doyle and Finn advocate for schools that offer an extra optional quarter. Benefits of an extended school calendar include: more potential earnings for teachers, remedial coursework for slow-learners, enrichment education for gifted students, and child care for working parents.

Summer schools

Traditional summer schools are on the increase, particularly for special education students. Public Law 92-142 mandates that special education be provided for students until age 21, and this includes the provision of summer school for some severely handicapped children. Special education students, as well as students whose first language is not English, are most vulnerable to academic losses over the summer months.

Summer programs at universities

Higher education also provides summer programs for children and youth at universities and colleges. Participation in these programs would often prevent a child from participating in a residential camp experience.

Outdoor schools

Outdoor schools are becoming more popular; some school districts are placing priority on funding outdoor education as part of the school curriculum. These residential programs occur during the school year and may affect (positively or negatively) participants' desire to enroll in a summer camp program.

Child care

In addition to an increase in the number of children, the composition of the American family has also changed. More parents are working and enrolling their children in some sort of child care program. Child care centers are on the rise and are expected to continue at their current 13 percent growth rate for the next five years. Schools and child care providers are beginning to collaborate, and child care in the public schools for all ages is becoming more prevalent.

Implications for camping

The growth of year-round education may pose enrollment problems for camps that operate an eight-week summer program. However, it could also benefit camps that have winterized facilities and are striving to expand year-round programming. Camps which serve special populations may also find themselves competing with a vast array of other kinds of summer opportunities for these children. Outdoor schools may deter some prospective campers from seeking summer opportunities but may also present new possibilities for cooperative efforts between camps and schools.

Child care providers that charge fees on an annual basis may pose challenges to camp directors looking to expand their camper enrollment. However, camps also

provide a necessary, supervised program that working parents desire.

If camp directors consider demographic trends when planning their camp program and structure, and emphasize their program's strengths accordingly, especially the educational benefits of a camp experience, they will likely improve their marketability and camper enrollment.

Introduction

In the fall of 1987, *Camping Update* reported good news regarding camper enrollment. In a survey conducted by the American Camping Association, 65 percent of the 740 respondents indicated that their camps were filled 90 percent or more, compared to 57 percent of the 1986 respondents. Geographic differences were notable, but private and religiously affiliated camps consistently reported increases in enrollment. Likewise, the total number of camp directors ranking camper enrollment as a major concern has decreased in comparison to 1986. In spite of this encouraging trend, camper enrollment was mentioned frequently enough to tie as the second most significant concern. Even in the New England area which boasts the highest percentage of filled camps, 17 percent of the camp directors consider camper enrollment a continuing problem. This can be understood by the fact that less than 50 percent of the camps, in any of the regions or classifications, currently operate at full capacity. Consequently, while a very small minority of camps operate under 80 percent of their enrollment potential, room for improvement certainly exists.

Marketing a camp program to maximize the delivery of service is a complicated process and beyond the scope of this paper. However, camp directors can market and adapt their programs more effectively if they possess information on the availability of various summer programs for children. The wide range of summer programs available is well-documented in Peterson's *Summer Opportunities for Kids and Teenagers* (Muirhead, Ed.) which lists over 1,100 programs, of 200 varieties, available in the summer of 1988. This is a valuable resource for camp directors intent on discovering what programs exist beyond their own.

Demographics

Very clearly, the population in the United States is on the rise. A demographic profile in *Education Week* (1986) notes that the current population will expand from 240 million to 265 million people by the year 2020. This emergence from a recent lag in population growth is explained by the fact that baby boomers have reached childbearing age. By the end of the century, these new children will be school-age and will become a large segment of society. At least on the surface, this growth would seem to produce a larger pool of consumers for summer programs such as those offered by private camps. Thus, the number of camps operating below capacity may further diminish. With only 4 percent of the population residing in "traditional" families, more mothers are working outside their homes. At the present, 21 percent of Americans are identified as Black, Hispanic, or Asian, 15 percent of the children who began their formal education in September, 1987 spoke a language other than English. The diversity of this generation will likely necessitate variety in summer programming.

Education as a Summer Opportunity for Children and Youth

One of the focuses of the Peterson's guide to summer opportunities is the area of academically oriented programs. Americans have typically possessed a strong work ethic, and this generally gets translated for children in the high value placed on education. In an age of high-tech and emphasis on higher education, parents may very well be evaluating the educational value of activities in which their children participate.

Year-Round Education

Historically, schools have operated on a calendar which provides children and teachers a two- to three-month summer break. Dennis Doyle, director of educational policy at the American Enterprise Institute, and Chester Finn, professor of education at Vanderbilt University (1985, p. 29), propose that "the present school year is an anachronism. It was designed for a nineteenth-century, agricultural nation that needed young people to help with crops . . ."

According to Don Glines (1987), an educational consultant for the California Department of Education in Sacramento, the needs of modern society are more adequately met by a more flexible school calendar. Glines advocates that school districts offer both nine-month and twelve-month options. The possible ways to implement a year-round schedule are numerous. Some typical formats are: nine weeks attendance/three weeks vacation, twelve weeks attendance/four weeks vacation, and ninety days attendance/thirty days vacation. While year-round schools began as a remedy for overcrowded conditions in urban areas in California, the benefits of year-round education surpass maximization of space. Beneficial results include creative use of summer weather in course curriculum, freedom for flexible vacation planning, and the availability of youth for community service throughout the year. Even though acceptance of the philosophy of year-round education is increasing, most districts in the nation do not provide year-round education, provide it in only one section of the district, or provide it only on the elementary level.

In general, districts which have provided year-round education to their students have found it to be successful. Madera and Oxnard School Districts are examples of programs initiated in California to respond to the changing demographics of our society. Support in the Oxnard District is evidenced by the construction of the Christa McAuliffe Elementary School, an energy efficient building designed especially for the implementation of year-round education (Weinert, 1987). John Cruz (1986), an elementary school principal in Madera Unified School District, views that program as a model of year-round education at its best. What began as a response to the passage of Proposition 13, prohibiting local tax dollars from being allocated for the construction of new schools, has become an educational alternative. Cruz credits parent involvement during the planning stages as instrumental in its success. Madera District saw an annual increase of 350 students. Favorable implications for academic achievement were also noted.

Validation of academic achievement in year-round schools is offered by Charles Ballinger (1987), coordinator of year-round education for the San Diego Office of Education. Examination of the fifteen years of year-round education in California indicates that a) students perform academically as well as, or better than, students in traditional schools; b) attendance of teachers and students increases in year-round schools; c) vandalism in year-round schools and costs per pupil either decrease or remain the same, as compared to traditional schools. Ballinger views children as continuous learners and believes longer breaks in instruction are detrimental, particularly for those who speak English as a second language.

Proponents of year-round education do not go uncontested. In 1974, newspaper editor Jacob Burghardt, criticized year-round education for interfering with many recreation businesses which are based on a nine-month school calendar. He viewed teaching and learning as demanding activities which are facilitated by a summer break. Furthermore, with college costs continuing to rise, Burghardt believed that more students will need to work during the summer months to supplement family income and defray college expenses.

Duane Stiff (1986), a California school superintendent, supports year-round education as a viable solution to overcrowded conditions, but also discusses some of the limitations. Implementing the year-round philosophy at the secondary education level is complicated, if not impossible. This is particularly true in the area of class tracking and seasonal sports. Physical space also becomes an even more prized commodity with the sharing of classrooms; sharing space can cause problems in staff relations and morale. The limited number of days of inoccupancy also poses problems for the completion of maintenance tasks which need to be done when the building is vacant. Another complication is that some summer school classes are mandated by state law.

In spite of these limitations and concerns, year-round education is on the rise, as reported by *LA Times* reporter Elaine Woo (1988). Currently, 410 year-round schools exist across the nation, predominantly west of the Mississippi River; and fifty-two schools are scheduled to convert to year-round programs in July, 1988. Los Angeles, a forerunner in year-round education, is considering converting all schools in that district, as well as deciding on one schedule to be followed by all year-round schools. Statistics in Buena Vista (CA) City District show that national test scores have increased since year-round education was begun; the numbers of dropouts has decreased from 5.8 to 3.9 percent. In four years of operation at Willow Canyon School in Utah, improvement in student scores on the Iowa Test of Basic Skills occurred at

all levels. Support is so high in Utah, and overcrowding so prevalent, that state law now requires all public schools to convert to a year-round schedule within four years.

It is impossible to predict to what extent this trend toward year-round education is going to take hold, but several factors which contribute to this direction are apparent. The growth in the school-age population which will occur in the near future will again present school districts with the problem of overcrowding. The anticipated increase of minority students, particularly those of Hispanic and Asian origin, will create new challenges due to language difficulties, perhaps demanding continuous education. The increased number of women in the work force, resulting in more children with unsupervised time, may lend parental support to the elimination of lengthy summer vacations. However, sporadic breaks inherent in year-round education may cause more severe child care problems for some families. Ballinger (1987) predicts that if Los Angeles mandates compulsory year-round education, other states will expand their year-round programs as well.

Whereas conventional year-round education calendars do not modify the amount of time students are in the classroom (thirty-six weeks), the year-round schedule outlined by Doyle and Finn (1985) advocates forty-eight weeks of school attendance. It would be more accurate to refer to it as an extended year model which offers students the option to enroll in an extra twelve-week quarter. Benefits of this program include the following opportunities: teachers can make more money by extending their contracts, slow-learning children can make up coursework without being demoted, gifted children can enrich their standard education, and working parents can avoid some of the child care problems inherent in providing supervision for children during a three-month summer break. Doyle and Finn admit that costs of such a program are high but conclude that benefits in academic achievement, extensiveness of course curriculum, responsiveness to changing lifestyles, and efficiency of facility use would make the costs worthwhile. They also see the plan as a remedy for some of the areas in need of reform, chiefly the low status of teaching as a profession. Because teachers traditionally work thirty-six weeks per year and average $22,000 annually, many supplement their incomes through working summer jobs (30 percent), moonlighting during the school year (11 percent) and accepting extracurricular duties such as bus driving, coaching, advising, etc. . . (25 percent). A shift to a forty-eight week schedule would still afford teachers a one-month break, which is certainly more than many other professionals in high-stress jobs have, and would raise average annual salaries to $30,000, possibly attracting more qualified individuals to the profession. The possibility of forty-eight week contracts for teachers has important implications for camps which use teachers as summer staff.

Summer School

Traditional summer school programs have frequently been implemented to provide remedial study. Such programs enable students to pass courses they have previously failed and to progress with their classmates. An area of growth in remedial summer school is directly related to Public Law 92-142 which mandates that all handicapped children, up to age 21, are entitled to a free and appropriate education in the least restrictive environment possible (Barton, Johnson, and Brulle, 1986). This law requires school districts across the nation to provide special education to students who previously were not being served in the public sector. Furthermore, several court cases in the late 70's and early 80's have set a precedent that certain handicapped students are entitled to year-round education. A study by Barton et al. (1986) conducted in Canada found that multi-handicapped students, defined as those with severe or profound mental retardation plus one other handicapping condition, benefit academically from attending summer school.

Maxine Wintre (1986) of York University challenges the assumption that students suffer academic losses over the summer break. She cites a vast array of research that reports inconclusive and varied results. She concludes that collectively these studies show no proof of loss of academic skills. In Wintre's own study of 182 elementary school children in Toronto, she found the only lapse of knowledge occurred in math computation skills of third graders. As a result, Wintre suggests that students can continue to learn during the summer in non-classroom situations, and recommends that funds currently supporting summer schools should be allocated more beneficially.

Summer school is no longer designated exclusively for those students who have fallen behind in their coursework. In 1983, Lawrence Township in Indianapolis, Indiana began an enrichment summer school that was so popular that it paid for itself

(McGeehan and Dyer, 1984). A fee of $25 per student per course was charged. Consequently, 350 students took advantage of at least one of the twenty-two courses offered. The program was structured into three two-week sessions so students attended from two to six weeks. Feedback from parents, teachers and students was so positive that there was no question but to continue the program in future summers.

An innovative summer science course offered in Maryland for elementary and junior high school students emphasizes practical experience as a way of furthering a student's knowledge of geology and understanding of environmental issues (Science and Children, 1980). The teacher who designed the course used professionals in environmental agencies and organizations. This course is not duplicated in the regular academic school year.

A variety of educational-sponsored programs are offered during the summer months which may restrict participants' availability for summer camping. Texas offers a Teacher Institute which helps train educators to work with children from culturally diverse and/or low socioeconomic backgrounds (Serving the Disadvantaged Gifted, 1987). This four-week program serves sixty-eight gifted children who are underachievers. Higher education has also gotten in the business of providing summer programs to gifted students. Indiana University runs a summer Art Institute for sixty seventh to tenth graders (Clark and Zimmerman, 1987). Ohio Wesleyan, in a cooperative venture with public schools and community volunteers, provides innovative and intellectually challenging courses for seventh- to ninth-grade gifted students in central Ohio (McNaghten, 1986). These are only a few examples of summer education programs that offer a structured alternative to summer schools and camps.

Outdoor School

The history of outdoor school, as reported by Rillo, began with the first school camp in 1912 in Dubuque, Iowa. This summer camp program for malnourished children was operated by the public schools and the Visiting Nurses Association. "Camping programs, supported by the public school district were started as early as 1925" . . . (Rillo, p. 29). By 1941, a committee from a Washington D.C. conference recommended that public schools provide a camp opportunity as part of the educational curriculum and that Michigan, a forerunner in the field, set up a demonstration research project.

Outdoor school has become popular enough in some areas to receive substantial funding from the school system. The modern version of outdoor school varies from district to district, but some generalizations can be made. A typical session is four to five days, and participants range from third to tenth graders. Outdoor schools are generally staffed by recreation specialists, frequently college interns, teachers, and/or parents. Students who participate in these programs are exposed to environmental issues, outdoor ethics, challenging activities, and group living situations which have traditionally been the domain of summer camp programs. Participation in outdoor school programs may have implications for later participation in camp; research could help determine whether and how outdoor school participation affects camp enrollment.

Demand for Child Care

The fields of education and child care have not always been connected. Child care was first conceived in the 1800's (Farnum, 1987) as a service provided by charitable organizations to women who were forced to work outside their homes due to the death or disability of their husbands. As the number of widows increased after the Civil War, churches and other charities began to provide child care to working women. The Depression also prompted the emergence of child care centers focused on providing nutrition and parent education.

The real impetus of the child care industry occurred during World War II; centers emerged near military bases to provide child care while women, separated from their husbands who were serving in the armed forces, worked in various war-related industries. At that time, organized child care was still seen as a temporary remedy developed to deal with conditions manifested by war. However, after World War II, California's legislature, as well as two other states, voted to support child care centers after federal subsidies were discontinued. The women who took advantage of these state programs were widowed, supported their husbands through college, or found their wartime careers too personally satisfying to give them up.

During the 1960's, research indicated that early childhood education obtained in child care settings elicited positive results for children in families of low socioeconomic status. In response, the federal and state governments began to fund preschool programs, such as Headstart, for this population. The vast array of child care programs available today provide much diversity from which parents can choose and serves families across economic, racial, educational and occupational lines.

The growing need for child care in the United States is indisputable. By 1990, the preschool population should reach 23 million, and the increase in school-age children will continue until 1995 (Hoffeth and Phillips, 1987):

> The proportion of children under age six with employed mothers is expected to reach two-thirds by 1995. For school-age children, two-thirds of whom currently have mothers in the labor force, this figure may rise to three-quarters over the next ten years (p. 561).

By 1995, 14.6 million preschool and 34.4 million school-age children are predicted to have mothers in the labor force. This growth has caused a rapid increase in demand for some form of child care.

The type of child care solicited by parents depends substantially on the age of the child. Infants (under age one) and toddlers (one to two years old) are most frequently cared for by a relative or in the home of a non-relative (Hoffeth and Phillips, 1987). While group programs are negligible for these ages, it is a significant form of child care for preschoolers (ages three to five). Thirty percent of the children in this age range are cared for in group programs; 32 percent are cared for by a relative, and 25 percent are cared for in a family day care home. Group care for school-age children (six to twelve years old) is limited to those "whose mothers are employed full-time, and is used predominantly by six- to eight-year olds" (Hoffeth and Phillips, p. 562). Hoffeth and Phillips predict some changes in these patterns in the future. Mothers of infants and toddlers will rely more on group programs and less on relatives. Mothers who are employed full-time will most likely use child care centers while mothers employed part-time are more expected to utilize family day care homes. Similarly, mothers of preschoolers are expected primarily to seek child care centers and family day care homes. Since trends in child care arrangements for school-age children have not been well-documented, predictions are difficult. Clearly, more children in this age group will be involved either in some type of before/after school care or be left unsupervised.

Supply of Child Care

How has the child care industry met these demands in this decade? A study by Presser and Baldwin in 1980 indicates that 17 percent of unemployed women would seek employment if satisfactory child care were available; 16 percent of employed women indicate they would increase the number of hours they worked if satisfactory child care were available. Unfortunately, as Hoffeth and Phillips point out, it is unclear how satisfactory is to be defined; does it refer to affordability, accessibility, quality or a combination of all of these? Child care centers are generally the most expensive option, but federal subsidization under the Title XX program has enabled low-income families to use these programs. In spite of high costs to consumers, child care centers are largely preferred over other forms of child care and are responding to the demand. In the past decade, licensed child care centers have doubled from 18,307 (capacity 1.01 million children) in 1976 to 39,929 (capacity 2.1 million children) in 1986. Lewis Shapiro (How's Business, 1986), president of Daybridge Learning Centers which operates 178 centers in thirteen states, predicts that the child center business will continue to increase 13 percent annually for the next five years. Regional differences are evident with a strong demand in southern California, Florida, central Atlantic states, and eastern Massachusetts, whereas the market is saturated in areas such as Chicago and Seattle.

In general, employer-sponsored child care programs are minimal (Hoffeth and Phillips, 1987). As of 1985, only 1,800 of the potential six million businesses currently provide some form of child care for employees. Those that exist tend to be in high-growth and service industries.

Public schools are beginning to meet some needs by providing programs for preschoolers, and in particular, before/after school programs for school-age children. No national data documents the degree to which these programs exist (Hoffeth and

Phillips, 1987), but a cooperative program between Little Rock School District and the University of Arkansas serves as a model of what the future may hold. Caldwell (1986) sees educators and child care providers as natural allies in spite of a rather adverserial history. She proposes that "once we fully understand today's demographic realities, the question of weather schools should provide day care will become totally obsolete" (p. 36).

An exact correlation of supply and demand is impossible to predict. The variables are many, and documentation of current use is not comprehensive. Nevertheless, it seems apparent that the number of children in need of supervision is increasing. Parents of children up to age five will probably be seeking a year-round child care program, and parents of school-age children will be seeking a program for at least the summer months and possibly before and after school during the school year.

Implications for the Camping Industry

The prediction that year-round school programs will increase, particularly in western states but on a national level as well, may pose a challenge to camper enrollment for camps that operate an eight-week program. Those that offer sessions that do not exceed four weeks may not feel this effect. Camps which have winterized facilities and are striving to establish a year-round program may find the growth of year-round education a blessing since children will be available for longer blocks of time during the fall, winter, and spring.

The growth of traditional summer school programs may also have an impact on camper enrollments. However, the majority of summer school programs currently on the rise are designed for specially targeted populations such as learning disabled, handicapped, and gifted children. Federal funds are more readily available in these areas of special education as well as the Chapter I funds available for "children at risk." Camps which serve these populations may be able to gain some financial support in the public sector. Camps which do not serve these populations should not be adversely affected by the growth in summer schools.

The opportunities afforded to students through outdoor school may in fact limit some participation in summer camp programs. Parents may feel that their child receives enough structured camping at that time. However, many school districts cannot afford such programs or choose to channel all funds into academic programs. Most school districts also target particular grades to participate in outdoor school so that it is not an opportunity available to all students in the district every year. Camps which have year-round facilities may benefit from establishing cooperative ventures with public and private school systems.

The shifts in family structure and labor market may allow camps to capitalize on the growing need for child care. Many parents may be searching for an extensive program to occupy and supervise their child during the summer months. In this area, camps operating an eight-week schedule may have an advantage. If demand far outweighs the supply of child care, this will be especially true. However, in a competitive market, child care programs may maintain minimum attendance requirements, and parents may risk losing their space in the program if they pull their child out for more than a two-week camp experience. Child care providers may also require that yearly tuition be paid regardless of attendance, and parents may be reticent to pay for an additional summer camp experience. This would be most significant for camps operating programs which include young children.

Conclusion

In respect to the impact of current trends in education and child care on camper enrollment, there are no clear conclusions; however, two approaches could be suggested as part of an overall marketing plan. When interpreting a camp program, it is important to clarify the benefits of a camp experience for a child in terms which parents cannot only understand but in language which reflects parental values and needs. This may seem simplistic, but too often camp directors are so familiar with their programs that they make assumptions and overlook the obvious. For example, many parents would not know what educational benefits a camp experience will reap. In an age when the emphasis on education is notable, this may have an important appeal. Likewise, the growth of interpersonal skills, self-confidence, and awareness will help children in their future academic endeavors. This is not to say that the education system should

be a baseline by which to judge camping programs. However, camp directors should be able to interpret their program from a variety of perspectives.

The second area of importance is the versatility of a camp program. As seen in the analysis of this paper, no particular kind of program is uniformly served well or poorly based on current trends. It seems evident that camps which offer choices regarding length of session may expand the pool from which they recruit campers. Likewise, camps that operate programs beyond the summer months, for a variety of ages, etc., will do likewise. If obstacles prevent such adaptations, flexibility in program or facilities may be obtained by networking with other camps, organizations, agencies or businesses, in planning and implementing cooperative ventures. The possibilities in this area seem limitless. The statistics cited in the beginning of this paper are truly very encouraging, but it will be those camp directors who develop innovative ways to present and adapt their programs, considering current demographic trends, who will maximize the possibility of full camper enrollment.

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Challenges of camp staff recruitment in the 1990's

Don DeGraaf

Executive Summary

While camp directors have voiced concerns regarding staff recruitment, they can also approach the 90's with some optimism. They must realize the need to develop specific recruiting strategies which are responsive to the trends of a changing society.

The changing profile of the American college student.

The profile of the "typical college student" has changed dramatically in the last twenty years.

- Today's student is more likely to be a woman and/or a minority.
- Older students are more prevalent.
- Motivation for attending school is changing as students are increasingly coming to college to acquire job skills.
- Student values are demonstrating significant shifts in recent years.

The rising cost of a college education.

Costs of a four-year college education has risen dramatically over the last decade. During the eighties the cost of college has risen at twice the rate of inflation. Students are willing to pay high prices because they view a college education as an investment. These pressures have forced many students into making career decisions to meet their economic needs rather than because a particular field of study interests them.

Increased opportunities for summer experiences and employment.

Competition for seasonal staff has increased dramatically in the last twenty years. In addition to work opportunities, travel programs and study possibilities are drawing more and more students.

America's changing values.

The worst may be over for camp directors in terms of staff recruitment. American values seem to be shifting, and signs of altruism are increasing in our society. The 1990's may be a decade much like the 1960's. These shifts in values should be helpful to directors as they recruit their staff.

What it all means for camp staff recruitment.

The camping field must learn to be flexible to target recruitment to fit with changing trends and values. To this end the following recommendations are provided:

- Re-evaluate the benefits camp directors perceive counselors receive from working in a camp setting.
- Highlight the potential long-term job benefits of a counselor experience.
- Consider the regional demographics of your camp setting.
- Examine ways to recruit older staff members.
- Focus on fair wages for your staff.
- Consider the possibility of hiring international staff.

In a 1987 market survey of camp directors conducted by the American Camping Association, almost half of this year's respondents identified staff recruitment as their number one concern. "Particular concerns were expressed around the availability of nurses, certified waterfront personnel, and male counselors. Other directors expressed concern about finding staff with the maturity and experience needed in their camps" (Camping Update, 1987, p. 1). Thus, it is exceedingly important for the camping field to identify and examine the many factors that have come into play in recent years which have made recruiting qualified staff so difficult. Three major factors have been identified for examination in this paper: the changing profile of the American college student, the rising cost of a college education, and the increasing competition for seasonal staff. Beyond these factors, several alternative and innovative methods of acquiring staff are presented.

The changing profile of the American college student

The profile of the "typical, American college student" has changed dramatically in the last twenty years.

- Today's student is more likely to be a woman and/or minority.
- Older students are more prevalent.
- Motivation for attending school is changing as students are increasingly coming to college to acquire job skills.
- Student values are demonstrating significant shifts in recent years.

Gender and Race

According to the Cooperative Institutional Research Program (CIRP) which has collected survey data to profile the characteristics, attitudes, values, educational achievements and future goals of all incoming freshmen in the United States, the last twenty years has seen a gradual shift in sex composition of the entering college class to a point where the majority of entering students are women. In addition, between the mid 60's and mid 70's, minority enrollment almost doubled. The largest increases were observed among Blacks, although Hispanics and American Indians also showed increased representation in the early 1970's. Recent studies have indicated that the "biggest loss of minorities from the American educational system occurs in the secondary schools. Consequently, any attempts by higher educational institutions to substantially increase minority participation in postsecondary education will be handicapped as long as the problem of differential attrition from secondary schools remains" (Astin and Green, 1987, p. 10).

Age

In a recent Associated Press news release, the annual report from the College Board (a non-profit educational association whose members include more than 2,500 secondary and higher education institutions) was summarized indicating that for the period between 1980 and 1986:

- The average freshperson class was down 7.4 percent in all kinds of institutions, except doctoral degree granting universities where freshperson enrollment actually rose 4 percent.
- The number of part-time college students in the average freshperson class increased 7.3 percent, softening the impact of the overall decline in enrollment of 18-year-olds.

The overall decline in college enrollments can be attributed to fewer young people eighteen to twenty-five years old in the general population.

The figures presented in Table 1 reveal the cyclical nature in demographic trends resulting from the post war baby boom. Presently, the baby boom generation is moving into their later twenties and thirties which are prime child-producing years creating a secondary baby boom of children who will be reaching college age in about ten to fifteen years. Until this time statistics show that the number of people in the 16- to 24-year-old age range will decrease an additional 13 percent. Due to these trends a large decrease in college enrollments was predicted for the next several decades. However, enrollment has decreased only slightly due to an increase in the percentage of high school graduates who are continuing on to college, the increase in the number of part-time students, and an increase of older members of our society returning to college. As a result of the last factor the average age of college students is increasing. This nationwide trend is apparent in the following data from the University of Oregon in Eugene where the average student is nearly twenty-six years old.

Table 1: Projections of the total population by age (U.S. Bureau of Census)

	<5 yrs.	5-17 yrs.	18-24 yrs.	25-34 yrs.	35-44 yrs.	45-64 yrs.	>65	Total
1990	19,198	45,139	25,794	43,529	37,847	46,453	31,697	249,657
1995	18,615	48,518	23,702	40,520	41,997	52,320	33,887	259,559
2000	17,626	49,763	24,601	36,415	43,747	60,886	34,921	267,955

In millions

> In part, the statistical evidence that University of Oregon students are getting older is deceiving because the average graduate student's age is thirty-three and graduate students make up nearly one-quarter of the student body. But the average undergraduate is more than twenty-three years old, and that figure has been climbing in recent years as older students return to school in increasing numbers after mid-life career changes or bouts with unemployment (Hoy, 1987, p. 16).

As older students return to college they bring different priorities. They are less interested in the "college experience" and more committed to acquiring a set of skills or a specific degree. They are also more likely to attend summer sessions in an effort to finish faster, thereby limiting their availability for summer employment; furthermore many are part-time students who hold down full-time jobs while attending college.

Motivation and Values

Younger students are also becoming more skills conscious, as seen by the majors they perceive as furnishing the best job opportunities following graduation. The fields that have shown marked increases are business, computer science, and engineering. These increases have been made at the expense of liberal arts disciplines. Especially sharp declines have occurred in humanities, fine arts, the social sciences and education, all fields which lend themselves to encouraging their students to work in camps to acquire useful experience. This shift in university majors is indicative of the changing values of students in the last twenty years.

> Most of the values showing large increases in recent years are concerned with money, power, and status: being very well off financially, being an authority, having administrative responsibility for others and obtaining recognition . . . . In contrast, values showing the largest decline relate to matters of social concern and altruism: helping others, promoting racial understanding, cleaning up the environment, participation in community action programs, and keeping up with political affairs (Astin and Green, 1987, pp. 23-24).

The rising cost of a college education

The recent shift from liberal arts to career related majors can also be attributed to the economic pinch students are finding themselves in. College is clearly an expensive proposition. "Throughout the 1980's students and parents have watched the cost of college rise by twice the rate of inflation, sometimes by more than 10 percent a year" (Anderson, 1987, p. 66). This trend is expected to continue, as the American Council of Education estimates the cost of public and private colleges will increase by 18 and 13 percent respectively over the next two years. To put this into a dollar amount, students can expect a four-year college degree at a public or private college or university to cost anywhere between $20,000 and $70,000.

Although students continue to depend heavily on private resources, primarily parental support and their own savings, they are increasingly turning to student loans to pay for their education.

> Today, college students borrow more money to pay for education expenses than they did in 1975. Our surveys show that average debt for students taking loans has increased by nearly 300 percent (in constant 1975 dollars). With students currently taking on $7,000 to $10,000 in loans during their college years, it is not surprising that the percentage of students who say they "worry a great deal" about job prospects after graduation rose from 13 percent in 1975 to nearly 20 percent in 1984 (Carnegie Foundation, 1986, p. 29).

Thus the shift in majors may simply reflect the student's concern about their indebtedness and a hard-headed recognition that the job market is changing. This reiterates the notion that college is an investment: if a college degree pays off in a good job with high pay, the investment was a sound one. If a student's college stint produces five or six years of soul searching and a liberal arts degree, many current

students consider the investment a bust because of the seemingly inability of liberal arts graduates to land high paying entry level jobs.
Yet these economic constraints cause educators to wonder; when students choose careers, are they ones which students would prefer?

> Carnegie survey data suggests that many undergraduates do not follow careers in their field of primary interests, rather they are diverted by the economic values of other choices . . . . They choose a major not because it reflects their interests but because it meets their needs (Carnegie Foundation, 1986, p. 30).

Could this phenomenon also be affecting students' choices for summer employment as they choose a job not because of the experience they could gain or because it would be interesting and a growth producing experience but because it meets their economic needs?

Increased opportunities for summer experiences and employment

Competition for seasonal staff has increased dramatically in the last twenty years as both domestic and international tourism grows each year. Resorts, theme parks, entertainment agencies, the National Park Service, the United States Forest Service, the Bureau of Land Management, city parks and recreation departments and others all compete to hire high quality staff members each summer. In addition to work opportunities, travel programs and study abroad credits abound. Many students are also opting for summer school in an effort to reduce their overall period of studying and get into a career more quickly. To encourage this choice many colleges offer discounted tuition and housing rates during the summer. Special exchange programs to other schools offer the student a change of scenery while academic progress is continued. Lastly, pressure has continued to mount for students to get practical experience in their chosen major during the summer months. Included within this opinion are students who are doing practica and internships for college credit. All of these options are giving students greater opportunities and are forcing them to make difficult decisions.

America's changing values

These trends and characteristics seem to present a bleak outlook for camp directors; certainly all play a part in making staff recruitment difficult. Yet the worst may be over. In a recent *Newsweek* feature article, the title proclaims in large print, "The eighties are over — The decade expires of its own excesses" (Barol, 1988). The eighties were a decade in which material success became the standard; wealth and power were in; austerity and altruism were out. Yet decades are not always a function of calendar time; they are trends and values which in this case seem to be changing. Perhaps the first faint signs of change came in 1984 when"Master of Social Work degrees, which had been dwindling for several years, bottomed out at 8,547. The next year they rose to 8,900 and then to 9,101 in 1986. Applications for 1987 were up to 10 and 15 percent over 1986. Law and business degrees peaked in 1985" (Barol, 1988, p. 42). This trend has been substantiated by a recent study sponsored by the American Council of Education which found interest in humanities and education on the rise. This same study also found that the number of students who indicated it was essential or very important to be well off declined slightly, reversing a fifteen-year-old trend. These changes are encouraging to college administrators who are seeking to continue to offer liberal arts degrees. Educators at the University of Oregon report that:

> Students are recognizing how a heavy emphasis on acquiring job skills may not serve their long-term interests — especially in a society where the average worker changes jobs more than five times over the course of a lifetime of work and job skills can become outdated very rapidly (Hoy, 1987, p. 20).

Signs of altruism are also increasing in our society. A recent poll taken by Newsweek found 49 percent of the public involved in charity or social service activity, up from 36 percent in 1986. "There's a lot of pent up idealism. That will increase, and in the

1990's, we'll enter a phase that will be much like the 1930's and the 1960's" (Barol, 1988, p. 48). These shifts in values should be helpful to directors as they recruit their staff. However, camps must not be passive and look forward to better times ahead.

What it all means for camp staff recruitment

The camping field must learn to be flexible to target recruitment strategies to fit with changing trends and values. In addition, more interaction between camps should be encouraged, related specifically to staff recruitment, to share alternative sources for staff outside the college setting.

A good starting point for improving recruitment procedures is to re-evaluate the benefits camp directors perceive counselors receive from working in a camp setting. Although experience for specific majors is limited within camps, counselors learn many related skills which would serve them in any future profession. If today's generation is concerned about learning specific skills, camps need to promote the skills that can be learned through a summer camp experience; these skills should be emphasized in recruitment and followed through on during the summer. A camp that provides staff with an in-depth training program and continues to stimulate and support their personal and professional growth throughout the summer may have fewer problems recruiting and keeping qualified staff.

A second possible method to highlight the potential long-term job benefits of a camp counseling experience is to track down former staff members who have become successful in a variety of fields. Testimonials from such people may help directors interpret the benefits of camping to potential staff.

Regional demographic differences should also be examined. As previously noted, general demographic trends have shown that the percent of 16- to 24-year-olds is on the decline, yet in some regions the opposite is true. Tables 2 and 3 reveal that camps in the South and West may have an easier time recruiting both campers and counselors from the surrounding areas, than camps in the Northeast and Midwest. Therefore, camps may want to increase the area from which they recruit. Today's college students are increasingly more mobile and

> they are willing to travel great distances for the right experience, they are also eager to spend a summer in a new area of the country or even the world. A camp director can take advantage of this by recruiting in areas apart from the camp's location and by actually making a job at their camp attractive as a base for a summer's travel. To facilitate this, the camp director can arrange the camp schedule so that the staff has sufficient time before and after the camp session for travel (The National Camp Executives Group, 1979, p. 38).

Table 2: Regional Population by age, 1985 (U.S. Bureau of Census).

	(5 yrs.	5-13 yrs.	14-17 yrs.	18-24 yrs.	25-45 yrs.	46-65 yrs.	)65	Total
Northeast	3,313	5,734	3,102	5,904	15,007	10,226	6,573	49,859
Midwest	4,485	7,728	3,789	7,048	17,803	11,049	7,297	59,197
South	6,241	10,551	5,143	9,954	25,109	15,229	9,632	81,858
West	3,998	6,099	2,833	5,587	15,863	8,419	5,028	47,826
U.S. Total	18,037	30,111	14,867	28,493	73,782	44,923	28,530	238,740

In millions

Table 3: Projected changes in population by region, 1980-2000 (U.S. Bureau of Census)

				Percent Change	
	1980	1990	2000	80-90	90-2000
Northeast	49,137	48,423	46,401	-1.7	-4.2
Midwest	58,854	60,265	59,714	2.1	-.9
South	75,349	87,594	98,828	15.9	12.8
West	43,165	52,920	62,519	22.2	18.1
Total	226,505	249,202	267,462	9.7	7.3

In millions

NE states — ME, NH, VT, MA, RI, CT, NY, NJ, PA
Midwest states — OH, IN, IL, MI, WI, MN, IA, MO, ND, SD, NE, KS
South states — DE, MD, DC, VA, WV, NC, SC, GA, FL, KY, TN, AL, MS, AR, LA, OK, TX
West states — MT, ID, WY, CO, NM, AZ, UT, NV, WA, OR, CA, AK, HI

The camping field must continue to refine how it interprets itself to the general public and to potential staff. Being able to inform prospective staff of how a summer counselor position is viewed by future employers in the business world may help staff realize the secondary benefits a camp job can bring. Camp directors should also realize the potential of camps in offering students possible internships and field placements. With this in mind directors must be prepared to work with students needing field placements to meet the requirements of their school.

Examining new ways to recruit older staff members who are at different places in their lives should also be encouraged. Making provisions for young married couples, reaching out and providing summer discounts for children of camp staff and integrating senior citizens into your staff are all possible alternatives to consider. One program which has incorporated seniors into their staff is the Queen Charlotte Islands Rediscovery Society. On a remote island off the coast of British Columbia their camp has brought together native and non-native children to learn the culture of the Haida Indians. "Here in an extended family environment — in a place where past and future meet — Haida elders pass on their wisdom and love, their crafts and skills, their songs and stories to a new generation learning harmony with the earth and each other" (Rediscovery brochure). This program has been highly successful, earning praise from seniors and children alike. Today it serves as a model for other native Indian communities throughout Canada and the United States. Such programs not only help the camp fill a need, but serves the seniors by giving them an opportunity to share of themselves with others.

Another area which camps need to focus on is wages for staff. Setting fair wages is essential for camps to succeed in a competitive staff recruiting market. Camps have long assumed that they could never compete with industrial wages and although this may be true in terms of gross wages it would be of value to research the net summer savings of college students who work at camp and at other summer jobs. Camp counselors are in a position where saving most of their wages is more feasible than in other job situations. The opportunity to achieve a similar net result from a camp position as from another job should be interpreted to prospective staff, if research shows this to be true.

International Staff

In the long run, the shortage of qualified college students may be beneficial to the camping field. Camp directors have been forced to hire staff from several new sources which in the future will offer directors a broader base for recruitment. The largest of these new groups has been the increasing numbers of international counselors and support staff brought in each summer. International camp counselor programs were started in the late 50's by the YMCA as an educational program which brought young people from around the world to serve camp counselors and support staff in American summer camps. Although this remains a primary aspect of many programs in existence today, camps have begun to rely on these services to fill the void of declining staff numbers from America. Last year all programs combined brought in roughly 10,000 counselors and support staff. Many agencies brought in record numbers of counselors. The YMCA's International Camp Counselor Program (ICCP) placed 38 percent more counselors and support staff in 1987 than it did in 1986. Demand in this area is increasing at such a rate that last year a new program was started, Camp Counselors U.S.A., with offices on both the East and West coasts.

Table 4: Statistics of the major counselor exchange programs

	Bunacamp	YMCA ICCP	Camp America	Camp Counselors U.S.A.
Counselors recruited (86)	3,300*	719	4,080	not yet in operation
Counselors recruited (87)	3,700*	993	5,900	75**
Recruiting from	England	90 countries worldwide — through the YMCA	U.K., Europe, Hong Kong, New Zealand, Australia	England, Finland Holland, Italy Sweden, Denmark Australia
Counselor age range	19 & above	20-30	18 & above	18 & above

*Approximate
**first year of operation, in 1988 over 700 counselors have been placed.

Recruiting international staff offers camps many benefits if the camp is ready for the experience. Camps who are considering this source should examine three questions:

- Why do we want to recruit international counselors?
- How are we going to train them?
- How can our program be expanded to use their skills and perspectives?

Of the international counselor exchange programs contacted for this paper, several identified the potential danger of turning to such programs simply to furnish warm bodies to fill slots left by a slack American counselor market. In such cases, emphasis upon cultural understanding and sharing seems to be minimal, which limits the effectiveness of the programs. All agencies, in their promotional literature, stress the importance of the educational exchange concept. Therefore, camps who look to the international market should be aware of this emphasis and should attempt to program in ways which would help facilitate cross-cultural understanding.

Conclusion

As camp directors view the future of staff recruitment, they should be encouraged by such signs as students returning to liberal arts majors and an increasing sense of altruism in our society. Yet they must also realize the need to develop specific recruiting strategies which are responsive trends in society. No longer can camp directors expect quality staff to just materialize; they must be recruited and also developed. Several camps have begun to make the transition of seeking out alternative, non-traditional methods of acquiring staff. These attempts must be documented and shared, if the camping field as a whole is to overcome the staffing problem of a shrinking pool of 18- to 22-year-olds which has been the traditional group from which counselors have come.

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Designed, typeset and printed at American Camping Association

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